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ABSTRACT

Survey-71 was initiated to learn more about graduates of State University College in Fredonia, New York. Data was compiled on how students viewed their college education, their activities and interests while attending Fredonia, the influence of a college education on their lives and activities after leaving college. This document contains interpretation of these topics. Fredonia data has been reported by the three academic areas of the college programs which are: arts and sciences, fine and performing arts, and professional studies. This breakdown provides an opportunity to interpret areas independently and to compare data with other major divisions within the college program. Further comparison to a national study by the American Council on Education is provided in the reference tables. For analysis with a national sampling of college students, the tables designate the sex of the respondents. The survey forms used in both studies include many identical items for comparison, since the national questionnaire was adapted for the Fredonia study. (Author)

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SURVEY - '71

A FOLLOW-UP

OF

'71 FREDONIA GRADUATES

Helen C. McKee, Daniel J. Bauman, Mildred B. Mills

TEACHER EDUCATION RESEARCH CENTER

STATE UNIVERSITY COLLEGE

FREDONIA, NEW YORK

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April, 1974

Teacher Education Research Center
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FOREWORD

SURVEY - '71 was initiated to learn more about graduates of SUC, Fredonia. Data was compiled on how students viewed their college education, their activities and interests while attending Fredonia, the influence of a college education on their lives and activities after leaving college. The questionnaire was an adaptation of one used by the American Council on Education (ACE).

The first report, SURVEY - '71 OVERVIEW, provided a view of the students under the single category of "graduates." This report, SURVEY - '71 FOLLOW-UP, considers the students by enrollment choice in major academic areas. In addition, respondents are divided by sex for comparison with the national (ACE) survey "Four Years After College Entry."

The reports provide reference points for future study of graduates and planning for educational programs at the undergraduate level.

Appreciation is extended for the help and support of many people: Dr. Dallas K. Beal, President, SUC, Fredonia; Dr. Ronald E. Hull and Dr. Madan Mohan, Teacher Education Research Center staff members. Secretaries, Mrs. Marian Anderson, Miss Christine Halas, and Mrs. Gertrude Reep, were most helpful in preparing this report.

A special "thank you" to the graduates who took the time and made the effort to respond to the questionnaire. Without their help, the reports would not have become a reality.

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INTRODUCTION

SURVEY - '71 FOLLOW-UP contains further interpretation of the information contained in SURVEY - '71 OVERVIEW. In this report, Fredonia data has been reported by the three academic areas of the College programs which are: Arts and Sciences (AS), Fine and Performing Arts (FA), and Professional Studies (PS). This breakdown provides an opportunity to interpret areas independently and to compare data with other major divisions within the College program.

Further comparison to a national study by the American Council on Education (ACE) is provided in the reference tables. For analysis with a national sampling of college students, the tables designate the sex of the respondents. The survey forms used in both studies include many identical items for comparison since the national questionnaire was adapted for the Fredonia study. The point of reference provides added dimension to the data.

CHAPTER I

DESCRIPTION OF STUDIES

A questionnaire was mailed in January, 1972, to all SUC, Fredonia, recipients of the baccalaureate degree earned in January, May, or August, 1971. Date of entry into college was not used in selection for the mailing. The Fredonia survey was intended as a reflection of the experiences and views of those who had successfully completed degree work at Fredonia. The Fredonia report "SURVEY - '71" is available from the Teacher Education Research Center, Fredonia.

The national questionnaire was mailed in September, 1971, to a sample representing all students who entered college in 1967. Those who progressed through a "normal" four-year sequence were 1971 graduates. However, statistics are based on all 1967 freshmen rather than on only those who graduated. In the national survey, 59.2% of the 1967 freshmen had graduated. Selected statistics collected in 1967 are also offered. The national report "Four Years after College Entry" is available from the American Council on Education, Washington, D. C.

The two studies are generally comparable with respect to items and individuals surveyed. Differences in definition of the target groups require caution in some comparisons. Alternative interpretations are offered for selected examples to illustrate appropriate interpretations.

Fredonia Study

The Fredonia instrument, adapted from the questionnaire of the American Council on Education, has items which are unique to the interests and concerns of this College. SURVEY - '71 reflected the influence of the national study in choice of items designed to indicate the type of student enrolling in the institution, his reactions to the college years, and the effect of an education on his life style. Locating forty-five percent of the respondents who had changed addresses delayed many returns. Yet, a return of sixty percent was achieved in a five-month period.

Objectives

The objectives of the survey were to:

1. identify the demographic and other characteristics of students attending the State University College, Fredonia,
2. identify the reasons why students selected this particular college,
3. survey the types of positions graduates were accepting,
4. examine the relationship between college preparation and employment attainment,
5. explore suggested areas of instruction so that graduates may become more constructive contributors in society.

Respondents/Non-Respondents

The four hundred fifty who responded were compared with the three hundred who did not respond with respect to institutionally available data to test the possibility of response bias. The three categories used were major field area, sex, and cumulative grade point average.

Percentages of 1971 Graduates in Major Field Areas

Response Categories	Arts and Sciences Percent	Fine Arts Percent	Professional Studies Percent	All Programs Percent
Respondents	59	56	62	60
Non-Respondents	41	44	38	40
Total	100	100	100	100

$\chi^2 = 1.790$, p is not significant at the .05 level.

It can be concluded that the respondents are representative of the total graduating group as far as major field areas are concerned.

Percentages of 1971 Graduates by Sex

Response Categories	Male Percent	Female Percent	All Graduates Percent
Respondents	59	61	60
Non-Respondents	41	39	40
Total	100	100	100

$\chi^2 = .449$, p is not significant at the .05 level.

It can be seen that the respondent group is representative of total groups as far as distribution of sex is concerned.

Percentages of Levels (low, average, high)
of Grade Point Averages Attained by Graduates

Response Categories	High 3.25-4.00	Average 2.50-3.24	Low 2.00-2.49	Class of 1971
Respondents	60	62	56	60
Non-Respondents	40	38	44	40
Total	100	100	100	100

$\chi^2 = 2.70$. p is not significant at the .05 level.

The slight difference between the respondent and non-respondent groups is clearly not significant with regard to grade point averages.

Since there was no statistically significant difference between the respondent and non-respondent groups with regard to major field of study, sex, and grade point average, we can be reasonably confident that the respondent group is truly representative of the total graduating Class of 1971.

National Study

For the past several years the American Council on Education, through its Cooperative Institutional Research Program (CIRP), has conducted a large-scale annual survey of freshmen entering college. Following a 1961 prototype study of 127,000 entering freshmen and a 1965 pilot study of 42,000 entering freshmen, full-scale surveys of more than a quarter million entering students have been undertaken each year since 1966. Through 1972, about two million college freshmen had participated

in the CIRP. Among the student participants, all full-time new freshmen enrolled in an institution providing representative or relatively complete coverage of the freshman student body were included in national norms compilations. National normative reports based on these compilations have been published annually by the American Council on Education.

The major purpose of this ongoing survey and research program is to determine how students are affected by the colleges they attend. Consequently, subsamples of the original groups of participating students have been followed up periodically. These followup surveys consist in part of post-tests on selected items previously completed in the Freshman Information Form, and in part of items that cover student experiences and achievements, aspirations and plans for the future, perceptions and evaluations of the college environment, and educational outcomes and academic standing.

A total of 280,650 students at 359 colleges participated in the original survey of freshmen entering college in the Fall of 1967. Because a number of participating institutions provided a sample of student respondents deemed unrepresentative of the institution's entire entering freshman class, weighted national normative tabulations were based on 185,848 first-time full-time freshmen from 252 institutions (46 junior or community colleges, 155 four-year colleges, and 51 universities). Weighting procedures deemed appropriate for statistical considerations were applied to the responses received.

CHAPTER II

OVERVIEW

Responses to SURVEY - '71 are categorized by the three academic areas which SUC, Fredonia offers: Arts and Sciences (AS), Fine and Performing Arts (FA), and Professional Studies (PS). Fields within the academic disciplines are listed in Appendix ii. Distribution, by major areas, of the sampling in comparison with the total population is indicated in Figure 1.

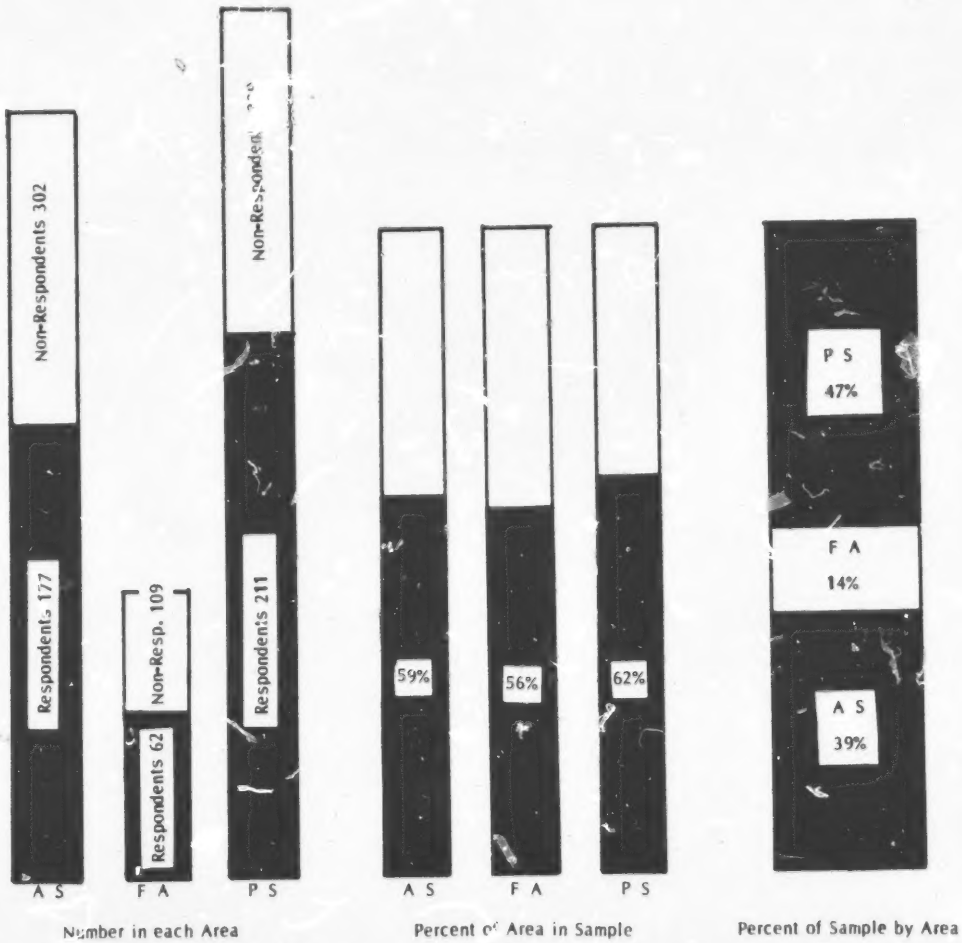

Figure 1. Categories by Major Fields

In some areas, the Fredonia study sought information which is not available nationally. Figures from both studies are used wherever possible. Section M of the Fredonia questionnaire is presented as Tables XIV, XV, and XVI as direct comparisons are inappropriate.

For comparison with the national report, the responses are categorized by sex.

The reference tables contained in Appendix i are divided into three sections which chronologically view the data under study.

Section One

This group of tables contains information about the entry characteristics of students.

> Are the students who enroll at Fredonia similar to students across the nation?
>
> Can reactions to a college program be attributed to differences in students attending Fredonia?

A partial answer to these questions, and others, can be found in Table I to Table VI which report independent variables. The table on enrollment is restricted to Fredonians and includes indicators of previous college affiliations. Over two thirds of the students had enrolled at Fredonia initially. They knew what kind of educational opportunities they wanted.

How does a prospective student select a college?

In the national study, students responded as entering freshmen and data from this survey is reported. Fredonia responses are from graduates and could be colored by time and recall techniques. (If time affects memory, some striking differences might be reflected in the data). Influences on selection of college include parents or relatives, cost of the college, and reputation in specific fields of study. Fredonia's programs within the area of Fine and Performing Arts are reflected in the numbers indicating reputation of the college as an influence.

Section Two

This section contains tables which consider involvement in and reaction to college life.

Do most college students have a career goal established?

Do students participate in organizations on campus?

How would students change the educational program?

Reactions to the college years can be found in Table VII to Table XVI. The reference table on academic change indicates that members of the national survey were not so committed to a degree or a career choice as members of the Fredonia program. Only 18 percent of the Fredonia graduates changed career plans. Career choices were confirmed prior to college entry. This is understandable since SUC Fredonia has a reputation as a "music school" and has always "trained" teachers.

Participation in student organizations is greater at Fredonia. Totals for participation are twice that of the national survey. The program in Fine and Performing Arts is geared to active participation by students.

Fredonians are definitely vocal about ways of improving education at the college level. Reference Table X indicates consistently higher percentages of students who endorsed ways of improving education than were indicated in the national sampling. The influences of "teacher training" may be responsible for the sensitivity to educational practices.

Insight into the college life of students is found in this section of reference tables. Opinion reactions are consistent across the three major areas.

Section Three

The last section of tables considers post-graduate aspirations, employment status and provides a retrospective view of college by the respondents.

What are the degree expectations of the graduates?

What are these people doing?

What personal objectives are considered important by the population?

A higher percentage of Fredonians expect to attain a master's degree than was indicated by members of the national survey. Educational demands of career choice are evident in the finding.

The largest occupational response is in the housewife-and/or-student category in the national study. The highest occupational response area on the local survey is teaching at the elementary-school level.

Respondents on both surveys feel a responsibility for their fellow men. There is a high correlation between the groups to indicate this. Many of the surveyed graduates felt it essential or very important to help others in difficulty. Personal attainment on each study ranks high in all categories but is far below the desire to assist others.

What are the retrospective views of college life?

Two open-ended items on the Fredonia questionnaire provided opportunities for comments on the college years and reactions to them. One opportunity followed a series of opinion statements on ways to

improve undergraduate education. Twenty-eight percent of the Fredonians took the opportunity to react. The nature of the item made the commentary constructive in nature. There were five major referral categories which evolved from a study of the responses.

Percentages of Topic Response (N = 127) by Major Field Areas on Ways to Improve Undergraduate Education.

Topic Categories	Arts and Sciences	Fine Arts	Professional Studies	Total Responses
Administration	9	3	2	14
Education	20	11	28	59
General	10	2	4	16
Students	5	-	2	7
SURVEY - '71	2	-	2	4
Total	46	16	38	100

Topic titles include--

Administration: buildings and plant (development and growth), employment and placement requirements, records and registration, faculty requirements.

Education: class size, curriculum, general statements on educational philosophy, evaluative systems, schedules, teachers and professors.

General: personal reactions to college, community involvement, international exposure.

Students: counseling and guidance, professional opportunities.

Survey: reference to clarity and recommendations.

The second opportunity for comments came at the end of the Fredonia questionnaire. Thirty-one percent of the respondents took the opportunity to express personal reactions to their college experience.

Commentary covers a wide variety of interests and concerns. Topics range from personal problems of adjustment to "town and gown" relationships; from student independence to administrative fiat. SURVEY - '71 receives many comments, not only on format but as a procedural instrument.

To assist in coding objectively, the section was coded using the following key:

complimentary - which included only positive, non-suggestive comments (e. g., I loved my college years.)

constructive - which included suggestions for remedying situations (e. g., A practical course for handling money is needed.)

critical - which included all negative statements

(e. g., College courses are a bore.)

mixed - which includes combinations of 1 through 3.

A general topic heading of College Education drew the highest frequency of response in the complimentary category. Many graduates provide plans of action or suggest alternate possibilities for procedures in areas where it was felt that changes would be beneficial.

Course offerings, student relationships, and curriculum receive the greatest number of reactions.

The former Fredonians made critical and constructive suggestions for perfecting the educational process at the College. Ideas were expressed clearly and reasons were often given to reinforce their commentary. Table XVII to Table XXIV provide reference points on many phases of graduates' lives. For many, SURVEY - '71 is also an opportunity to recall the "happy days."

CHAPTER III

TECHNICAL CHARACTERISTICS OF THE STATISTICS

In "Four Years After College Entry," the national survey, the colleges were divided into several categories. For this report, respondents of the four-year colleges were compared to Fredonia graduates.

The precision of a particular percentage is a function of the number of respondents, the sampling procedure used, and the variability of the data. Other factors may also influence precision. The national study references a table of precision estimates ranging from 0.044 to 1.000. Since the procedure for calculating a confidence interval is specific for each statistic, we have omitted the estimates. For this report all percentages are rounded to the nearest whole number. The suggestion is not implied that significance be attached to differences of one percent. Each comparison should be considered a separate case, but the casual reader would be well advised to require a substantial difference in percentage to suggest a meaningful educational difference. Caution should especially be exercised in interpretations of differences near the ends of the scale. Thus the difference between 1 and 6 percent is not so meaningful as the difference between 51 and 56 percent.

The national figures were weighted through a complicated series of regression analysis procedures to project the probable response of the total national population of 1967 freshmen. The results were based on 20,582 actual returns. No weighting procedures were used on the Fredonia data. All Fredonia figures were calculated from the total number of respondents. No correction for sampling is needed since the tests for response bias indicated that the 450 respondents fairly represent the 750 total. Errors introduced or corrected for by weighting the national sample cannot be estimated on the basis of available data.

The Fredonia survey is of 1971 graduates. The national survey is of those expected to graduate in 1971 based on entering as freshmen in 1967. The national study is restricted to the traditional pattern of four years to a degree. With the increased emphasis on "stopping out" and a variety of paths to an education, suitable caution is due in interpretation of the national data. The purpose of the national study is not to study the final product of an institution but, rather, to study students after four years of exposure.

CHAPTER IV

HIGHLIGHTS AND SELECTED INTERPRETATIONS

Highlights

The national sampling had a substantially higher percentage of students who were self-sufficient and/or had parental support for financing their education than the Fredonians.

Personal ambitions reveal a high percentage of Fredonians who are interested in creative and artistic achievement.

That undergraduate education would be improved if more courses were electives won the support of four times more Fredonians than national-study graduates.

Ways of improving undergraduate education which were approved by Fredonians included small classes, double majors, and independent study.

Over double the percentage of respondents from the national study dropped out of college temporarily in comparison with the 1971 Fredonia graduates.

Community service here or abroad was recommended by 27 percent more Fredonians than was indicated nationally.

Fredonians felt that undergraduate education would improve with more attention to the emotional growth of students.

Graduates, on both studies, indicated the importance, to them personally, of developing a meaningful philosophy of life.

Helping others who are in difficulty ranked very high as a personally important item to graduates locally and nationally.

Fredonia graduates had a greater percentage of respondents who were anticipating earning a master's degree than the graduates in the national study.

Most parents of the students were high-school graduates.

Graduates felt that colleges should be actively engaged in solving social problems.

Percentages of full-time and part-time employment for Fredonia were higher than for the national group.

Percentages indicating anticipated long-term careers in elementary education were three times greater among the Fredonia graduates than the national respondents.

Interpretations of Selected Highlights

The concern expressed for financing education was difficult to interpret. Part of the national data was collected in 1967 upon entering college and the Fredonia data was collected after successful completion of a degree. The Fredonia data did not include those who had reason to be concerned and, in fact, did not succeed.

The annual income of parental families appears to be higher for Fredonians than for the national group. This difference may be a reflection of the inflation between 1967 and 1971 since the figures were collected at different times.

Fredonia graduates would clearly like more elective courses. This concern applies to each classification used so it appears to be college-wide. Since each question in this category reflected greater concern at Fredonia than nationally, this finding may indicate simply greater awareness. Fredonia graduates are not hesitant to speak up.

The employment patterns of Fredonia graduates reflect the emphasis on preparation for teaching. Fredonia graduates have been successful in obtaining employment in education. Arts and Sciences graduates find employment in junior- and senior-high schools and in four-year colleges. The number of Fredonia graduates who do not plan to work is very small. The categories government, other non-profit, and business reflect no difference between Fredonia graduates and the national sample. Fredonia can take pride in the employment success of Fredonia graduates.

Fredonia graduates report higher degree aspirations than the national sample. The teacher employment situation is not likely the cause of this difference since there appears to be no difference between the areas at Fredonia. In the national sample, those who have not yet graduated might be expected to have lower degree aspirations. The difference might be attributable to differences in definition of the target samples.

Fredonia graduates changed their major field and changed their career choice less frequently than the national sample. One explanation for this finding could be that those who graduate are those who

change less. Another explanation could be that Fredonia offers more adequate early counseling, which obviates the need for changes later.

These highlights and interpretations are offered as samples of the type of information in the tables. The intention of the report is to provide background data to use in studying the reference tables.

Appendix A

Section One

Table I	Enrollment
Table II	Influences on Enrollment
Table III	Education of Mothers
Table IV	Education of Fathers
Table V	Annual Income of Parent Families
Table VI	Financing Education

Section Two

Table VII	College and/or Employment Activities
Table VIII	Career Changes
Table IX	Organizational Participation
Table X	Improvements for Undergraduate Education
Table XI	Marital Status of Respondents
Table XII	Scholarship/Award Holders
Table XIII	Reactions to Opinion Statements
Table XIV	Activities, Frequently Engaged in, of Past Year
Table XV	Activities, Occasionally Engaged in, of Past Year
Table XVI	National Sampling of Freshman (Fall, 1967) Activities

Section Three

Table XVII	Anticipated College Degrees
Table XVIII	Personal Attainment Drives
Table XIX	Present Employers
Table XX	Anticipated Long-run Employers
Table XXI	Estimated Years in Teaching Career
Table XXII	Major Field for Undergraduate Degree
Table XXIII	Major Field in Graduate Programs
Table XXIV	Topics for Unrestricted Responses

Table I. Percentages of Response by Enrollment Categories.

Enrollment Categories	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
SUC, Fredonia was initial college for enrollment	67	73	68	64	71	68	--	--	--
Enrolled from Junior College	22	16	25	26	20	23	--	--	--
Enrolled from SUC Unit	5	2	4	6	3	4	--	--	--
Enrolled from other college or university	9	8	5	9	6	7	--	--	--
Enrolled from outside New York State	2	5	1	1	1	2	--	--	--

Table II. Percentages of Major Influences on Decision to Enroll in College.**

Persons or Events Influencing College Enrollment	Fredonia Graduates, 1971						* National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Parent or relative	55	61	63	54	63	59	43	47	45
High-school teacher or counselor	28	44	27	31	29	30	24	22	23
Friends at college	9	2	7	7	7	7	15	17	16
Alumnus or college representative	3	11	7	5	7	6	16	16	16
Professional counseling or college placement service	3	3	5	3	4		4	3	4
College athletic program	1	2	1	2	0	1	11	3	7
Extracurricular activities	5	8	3	6	3	4	5	5	5
Social life of college	7	8	4	10	3	6	9	9	9
Opportunity to live away from home	26	23	33	27	30	29	16	22	19
Low cost	44	36	39	45	38	40	16	16	16
Reputation of college in specific area	24	68	40	30	43	38	50	56	53

** Transfers to Fredonia (29%) included with initial enrollment group.

* 1967 Entering Freshmen

Table III. Percentages of Formal Education Levels of Mothers.

Mothers' Formal Education Levels	Fredonia Graduates, 1971						* National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Grammar School	7	5	8	9	6	7	6	5	6
Attended High School	15	15	16	18	14	16	13	12	12
High School Graduate	47	40	50	43	51	48	44	40	42
Attended College	15	21	15	17	15	16	18	20	20
College Graduate	10	18	9	10	11	10	15	18	17
Post-Graduate Degree	2	5	3	2	4	3	3	4	3

* Respondents: Freshman Class

Table IV. Percentages of Formal Education Levels of Fathers.

Fathers' Formal Education Levels	Fredonia Graduates, 1971						* National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Grammar School	12	6	8	12	8	9	11	9	10
Attended High School	19	15	16	18	16	17	15	13	14
High School Graduate	37	26	40	39	36	37	29	27	28
Attended College	19	15	15	17	16	16	18	19	18
College Graduate	9	21	13	8	16	13	17	19	18
Post-Graduate Degree	6	13	6	7	7	7	11	13	12

* Respondents: Freshman Class

Table V. Percentages of Estimated Income Brackets, Before Taxes, of Parental Families.

Parental Income Brackets	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Less than $4,000	2	5	3	5	2	3	5	5	5
$4,000 - $5,999	6	3	4	3	6	5	10	8	9
$6,000 - $7,999	14	8	6	12	8	9	14	12	13
$8,000 - $9,999	12	23	16	16	15	16	15	11	13
$10,000 - $14,999	32	27	29	35	27	30	24	19	22
$15,000 - $19,999	9	13	12	10	12	11	9	8	9
$20,000 - $24,999	9	8	7	6	9	8	4	4	4
$25,000 - $29,999	1	2	2	1	3	2	2	2	2
$30,000 or more	1	2	3	0	3	2	4	4	4
No idea	11	7	14	10	13	12	12	27	20

Table VI. Percentages Categorized by Degree of Financial Concern for Education.

Concern for Financing Education	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Some concern for financing education	31	31	33	36	29	32	* 58	58	58
Financing education was a major concern	18	13	18	18	17	17	* 9	10	9
No concern-- parental/family support	25	36	35	23	36	30	66	79	72
No concern-- self-sufficient	11	10	3	13	3	7	59	49	54
No concern-- scholarships, grants, gifts	16	16	10	14	12	13	12	11	12
No concern-- repayable loan	19	18	20	17	20	19	21	22	22
Combination of above	23	21	27	18	29	25	--	--	--

* Respondents: Freshman Class (2 items)

Table VII. Percentage of Graduates Categorized by Activities Engaged in During Latter Part of Survey Year.

Categories of Activities	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Attending college:									
Summer session	23	10	20	20	20	20	--	--	--
Graduate program	30	21	28	26	29	28	6	4	5
Certification program	8	7	11	8	10	9	--	--	--
Other certification	1	2	1	1	1	1	--	--	--
Continuing education	6	3	8	5	8	6	--	--	--
Attending adult education courses (H. S.)	4	2	6	3	5	4	3	4	3
Working part-time	30	26	28	25	31	29	14	13	13
Working full-time	48	52	60	54	54	54	37	51	44
Working in area of major field	23	50	56	29	50	42	--	--	--
In military service (active duty)	11	8	2	14	2	6	13	0	7
Being a housewife	5	13	19	0	21	13	0	22	10
Being unemployed, looking for a job	27	11	20	21	22	22	6	11	8
Being unemployed, not looking for a job	6	5	2	2	5	4	2	4	3

Table VIII. Percentage of Graduates Categorized by Academic Change.

Categories of Changes	Fredonia Graduates, 1971						National Sample		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Changed major field	35	18	19	33	20	25	45	38	42
Changed career choice	30	15	9	27	12	18	45	38	41
Dropped out temporarily	9	11	10	11	9	10	24	20	22

Table IX. Percentages of Graduates Who Participated in Organizations at College.

Categories of Organizational Participation	Fredonia Graduates, 1971						National Sample 4-yr.College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
As an officer or representative in one or more student organizations,	40	37	40	43	38	40	18	20	19
in state or regional musical events,	3	68	3	13	12	12	--	--	--
in theatre arts productions,	9	32	5	10	10	10	--	--	--
in varsity or intramural sport activites,	46	18	24	51	20	32	--	--	--
in fine arts exhibitions.	2	24	4	3	8	6	--	--	--
As a contributing member of journals (Leader, Fredonian, Fig, Contemporary Science).	14	13	6	14	7	10	9	6	8
in local, regional, state or national science conference.	1	0	1	2	0	1	--	--	--

Table X. Percentages of Students Who "Agreed Strongly" and "Somewhat" with Ways of Improving Undergraduate Education at College Attended.

Educational Improvement Categories	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Education would be improved if...									
more courses were elective	85	90	84	86	85	86	27	26	26
grades were abolished	46	60	50	47	52	50	31	36	34
course work were more relevant to contemporary life and problems.	93	90	93	93	92	92	71	78	74
more attention were paid to the emotional growth of students.	87	77	86	84	86	85	50	56	53
students were required to spend a year in community service in the United States or abroad	52	68	60	53	61	58	31	39	34
the college were governed completely by its faculty and students	57	55	59	58	57	57	37	35	36
there were less emphasis on specialized training and more on broad liberal education	36	44	27	38	30	33	27	23	25
small classes were maintained	98	97	96	99	96	97	--	--	--
more independent study was allowed	90	90	91	92	89	91	--	--	--
students were allowed to pursue a double major.	93	76	87	84	90	88	--	--	--
fewer courses were taken with more credit for each.	42	50	50	47	47	47	--	--	--
the college considered adding a greater number of career options.	93	67	89	89	86	87	--	--	--
the last year of high school was combined with the first year of college	51	46	57	47	57	53	--	--	--

Table XI. Marital Status of Students Expressed in Percentages.

Categories of Marital Status	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Married pre-college	8	11	3	7	5	6			
Married in college	17	16	16	17	16	16	25	33	29
Married post-college	15	10	21	14	19	17			
Single	63	61	61	63	61	62			

Table XII. Percentage Receiving Scholarship Honors.

Categories of Honors	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Was a member of a scholastic honor society	14	11	11	12	12	12	12	16	14
Was the recipient of an educational or service award	7	10	10	8	9	9	--	--	--
Was a member of scholastic honor society (local, state, national)	14	15	15	12	11	11	--	--	--
Attended college on a National Scholarship or Merit Program	5	3	6	3	7	5	--	--	--

Table XIII. Percentage of Students Reacting "Agree Strongly" and "Agree Somewhat" to Opinions.

Categories of Opinion Reactions	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
College faculty are more competent than are students to specify curriculum	72	66	64	75	63	68	64	54	59
The activities of married women are best confined to home and family	14	8	7	18	5	10	28	14	21
Colleges would be improved if organized sports were de-emphasized	27	21	15	24	18	20	33	34	34
Scientists should publish their findings regardless of the possible consequences	65	57	51	68	51	58	56	49	52
Realistically, an individual person can do little to bring about changes in our society	43	30	32	38	34	36	41	37	39
The chief benefit of a college education is that it increases one's earning power	21	23	28	23	25	25	38	29	34
My beliefs and attitudes are similar to those of most other college students	54	49	58	57	54	55	60	64	62
Faculty promotions should be based in part on student evaluations	80	84	72	79	76	77	82	84	83
Student publications should be cleared by college officials	21	21	29	22	27	25	27	26	27
College officials have the right to ban persons with extreme views from speaking on campus	12	23	17	17	15	16	25	21	23
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	28	30	30	29	29	29	39	35	37
Most college officials have been too lax in dealing with student protests on campus	34	40	38	39	35	37	43	36	40
Married women should have a major role in community and political activities	78	77	84	77	83	81	--	--	--
A student's grades should not be revealed to anyone off campus without his consent	92	92	92	92	92	92	88	90	89

(Continued)

(Continued)

Table XIII. Percentage of Students Reacting "Agree Strongly" and "Agree Somewhat" to Opinions.

Categories of Opinion Reactions	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Students should be more militant in defending their interests	41	30	24	39	27	32	36	27	31
Students who disrupt the functioning of a college should be expelled or suspended	54	63	65	59	61	60	60	56	58
Much of what is taught at college is irrelevant to what is going on in the outside world	67	67	64	65	66	66	72	72	72
Most faculty are strongly interested in the academic problems of undergraduates . . .	44	47	46	46	45	45	47	43	45
Colleges should be actively engaged in solving social problems	86	69	81	86	79	82	81	81	81
Most rules governing student behavior at college are sensible	75	64	74	73	73	73	62	59	60
Most professors don't do much to earn their pay	34	43	29	37	31	33	36	36	36

Table XIV. Percentage Responses of Activities Frequently Engaged in During Last Year at College.

Categories of Activities Frequently Engaged in Senior Year	Fredonia Graduates, 1971						* National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Voted in a student election	50	34	51	55	44	48	71	79	75
Studied in the library	64	45	66	62	63	62	38	49	43
Checked out a book or journal from school library	67	66	67	62	69	66	49	66	57
Overslept and missed a class or appointment	8	10	7	7	8	8	24	17	20
Participated in organized protests or demonstrations	10	10	4	10	5	7	18	16	17
Argued with a teacher in class	10	11	3	9	6	7	--	--	--
Was a guest in an instructor's or administrator's home	8	27	5	8	11	9	--	--	--
Slept or dozed in class	4	5	4	4	4	4	--	--	--
Studied with other students	27	34	34	28	33	31	--	--	--
Did extra (unassigned) reading for a course	20	23	15	18	18	18	12	18	15
Tutored another student	11	10	4	11	5	8	--	--	--
Discussed religion	15	16	14	13	16	15	30	46	38
Visited an art gallery or museum	14	31	16	16	18	17	--	--	--
Took a trip of more than 500 miles	22	24	19	22	19	20	--	--	--
Got a traffic ticket	4	8	2	4	3	4	--	--	--
Discussed politics	41	31	22	39	25	30	29	22	26
Discussed sports	29	19	15	35	12	21	61	28	45
Asked a teacher for advice after class	30	32	21	31	23	26	27	30	28
Had vocational counseling	2	8	3	2	4	3	--	--	--

* Respondents: Freshman Class

Table XV. Percentage of Responses to Activities Engaged in "Occasionally" During Last Year of College.

Categories of Activities Occasionally Engaged in Senior Year	Fredonia Graduates, 1971					
	AS	FA	PS	Men	Women	Total
Voted in a student election	40	53	35	33	43	39
Studied in the library	32	50	29	35	32	33
Checked out a book or journal from school library	29	34	30	33	28	30
Overslept and missed a class or appointment	41	50	45	44	44	44
Participated in organized protests or demonstrations	36	24	32	40	28	32
Argued with a teacher in class	52	36	34	56	32	41
Was a guest in an instructor's or administrator's home	41	50	32	44	34	38
Slept or dozed in class	32	42	35	36	34	35
Studied with other students	61	47	55	57	55	56
Did extra (unassigned) reading for a course	64	63	58	64	59	61
Tutored another student	50	61	38	53	41	46
Discussed religion	70	61	71	71	69	69
Visited an art gallery or museum	51	60	54	55	52	53
Took a trip of more than 500 miles	43	47	47	47	45	46
Got a traffic ticket	22	24	12	31	9	18
Discussed politics	52	48	63	53	59	57
Discussed sports	47	47	49	49	47	48
Asked teacher for advice after class	65	60	65	63	65	64
Had vocational counseling	31	24	24	31	24	27

Table XVI. National Survey of Percentage Responses of Entering Freshmen (Fall, 1967) Reporting Activities of Last Year (Limited Items).

Categories of Activities Engaged in Senior Year	National Sample 4-yr. College		
	Men	Women	Total
Voted in a student election (4) **	71	79	75
Studied in the library **	38	49	43
Checked out a book or journal from school library (4) **	49	66	57
Overslept and missed a class **	24	17	20
Participated in demonstrations **	18	16	17
Argued with a teacher in class	61	48	55
Was a guest in a teacher's home	39	42	40
Slept or dozed in class	57	40	49
Studied with other students	90	93	91
Did extra (unassigned) reading for a class (4)	12	18	15
Tutored another student	48	55	51
Discussed religion (4)	30	46	38
Visited an art gallery or museum	69	81	75
Took a trip of more than 500 miles	66	68	66
Got a traffic ticket	26	9	18
Discussed politics (4)	29	22	26
Discussed sports (4)	61	28	45
Asked a teacher for advice (4)	27	30	28
Had vocational training	58	60	59

(4) Frequently only. All other items frequently plus occasionally.
** Items indicated by ** are repeated as shown from the 1966 survey and also appear as shown in the 1966 national norms (ACE Research Reports, Vol. 2, No. 1 and Vol. 2, No. 3).

Table XVII. Percentage Responses to Anticipated Academic Degree.

Categories of Anticipated Academic Degree	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Bachelor's Degree	12	13	14	13	13	13	25	25	24
Master's Degree	59	71	75	60	74	68	38	48	43
Ph.D. or Ed.D.	22	10	10	21	10	14	18	12	16
M.D., D.D.S., D.V.M.	2	0	0	1	0	1	5	1	3
L.L.B. or J.B.	2	0	0	2	0	1	6	1	4
B.D.	1	0	0	1	0	0	1	0	0
Other	3	8	2	3	3	3	1	2	1

Table XVIII. Percentages of Personal Attainment Categories Considered Essential or Very Important.

Categories of Personal Objectives Considered Essential or Very Important	Fredonia Graduates, 1971						National Sample		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Being accomplished in one of performing arts (acting,dancing,etc.)	10	69	12	20	18	19	8	10	9
Becoming an authority on a special subject in my subject field	51	66	44	54	47	50	58	45	51
Obtaining recognition from my colleagues for contributions in my special field	38	48	30	43	31	36	39	24	32
Becoming an accomplished musician (performer or composer)	6	63	6	17	12	14	6	5	6
Becoming an expert in finance and commerce	11	3	3	11	3	6	15	4	11
Having administrative responsibility for work of others	32	17	14	34	14	22	35	15	26
Being well-off financially	42	29	33	45	30	36	35	21	29
Helping others who are in difficulty	72	76	79	68	80	76	67	78	72
Participating in an organization like Peace Corps, Vista	17	15	21	15	21	19	11	13	12
Becoming an outstanding athlete	5	8	3	8	3	5	11	3	7
Becoming a community leader	19	8	16	22	12	16	26	14	20
Making a theoretical contribution to science	18	5	4	17	5	10	11	4	8
Writing original works (poems, novels, short stories, etc.)	24	20	19	23	20	21	14	16	15
Never being obligated to people	27	16	22	28	21	23	27	25	26
Creating artistic work (painting, sculpture, decorating, etc.)	23	57	33	23	38	32	13	30	21
Keeping up-to-date with political affairs	62	47	54	62	52	56	56	54	55
Being successful in a business of my own	26	25	17	29	17	22	38	15	26
Developing a meaningful philosophy of life	91	86	87	88	88	88	82	86	84

Table XIX. Percentage Response of Present Employers.

Categories of Present Employers	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
GOVERNMENT									
Federal (including military service)	9	7	2	12	1	5	15	3	9
State and local	8	13	9	9	9	9	5	8	6
EDUCATION									
Pre-school and/or kindergarten	1	7	14	3	11	8	0	2	1
Elementary school	1	31	55	13	42	30	2	16	8
Junior high school	15	27	14	20	13	16	3	6	4
Senior high school	14	15	5	13	8	10	4	8	5
Jr. or community college	1	0	1	1	0	1	1	0	1
Four-year college or university	7	2	2	5	4	4	6	4	5
OTHER NON-PROFIT ORGANIZATIONS									
Hospital, clinic	5	0	1	4	2	3	2	6	4
Social welfare or community agency	4	3	1	3	2	2	1	3	2
Church	1	5	1	0	2	1	1	1	1
Other non-profit organization	3	8	1	2	3	3	1	2	1
BUSINESS									
Self-employed	3	8	1	5	2	3	3	1	2
Small company (up to 1000 employees)	12	8	4	11	6	8	17	13	15
Large company (more than 1000 employees)	11	2	2	10	3	6	14	10	12
OTHER									
Including housewife, student	12	13	13	4	19	13	18	24	21
NONE									
Do not plan to work	2	0	1	2	1	1	7	5	6

Table XX. Percentage Response of Long-Run Anticipated Employers.

Categories of Anticipated Future Employers	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
GOVERNMENT									
Federal (including military service)	11	0	2	8	3	5	10	5	7
State and local	10	13	13	8	14	12	8	8	8
EDUCATION									
Pre-school and/or kindergarten	1	0	10	2	7	5	0	5	3
Elementary school	2	27	66	11	51	36	3	23	12
Junior high school	11	27	9	14	11	12	3	6	4
Senior high school	27	26	2	20	12	15	11	16	13
Jr. or community college	14	16	2	8	9	9	3	3	3
Four-year college or university	12	16	2	14	4	8	10	7	9
OTHER NON-PROFIT ORGANIZATIONS									
Hospital, clinic	9	0	5	7	6	6	4	9	6
Social welfare or community agency	7	3	2	3	5	4	4	7	6
Church	2	0	1	1	2	1	2	1	2
Other non-profit organization	2	5	1	3	1	2	2	2	2
BUSINESS, INDUSTRY, SERVICES									
Self-employed	8	8	2	12	1	5	19	4	12
Small company (up to 1000 employees)	8	2	1	7	2	4	15	6	11
Large company (more than 1000 employees)	11	2	2	10	3	6	21	7	14
OTHER									
Including housewife, student	6	11	18	3	18	12	3	24	13
NONE									
Do not plan to work	1	0	0	0	0	0	1	2	2

Table XXI. Percentage Response of Estimation of Years in Teaching Careers and Related Items.

Categories of Estimated Years in Teaching Expressed in Time Blocks	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Teaching this year (1971-1972)*	30	64	79	42	68	58	10	32	21
Teaching in area of major concentration*	85	88	85	85	86	85	--	--	--
Teaching on supplementary service certificate *	3	7	10	6	9	8	--	--	--
Anticipated length of teaching career:									
Unknown	7	21	28	10	25	19	--	--	--
1 - 5 years	1	0	1	0	1	1	--	--	--
6 - 10 years	1	8	5	3	4	4	--	--	--
11 - 15 years	1	0	1	0	1	1	--	--	--
16 - 20 years	2	7	7	2	7	5	--	--	--
21 - 30 years	1	2	10	4	5	5	--	--	--
Lifetime	14	23	26	18	23	21	--	--	--

* Base figures for percentages are those who responded to each item.

Table XXII. Percentage Response of Major Field for Undergraduate Degree.

Categories of Major Field for Awarding of Undergraduate Degrees	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Business Administration	2	0	0	2	0	1	11	2	6
Economics	7	0	0	7	0	3	3	1	2
English (Literature*)	16	2	2	9	7	7	* 5	11	8
French	5	0	0	1	2	2	0	0	0
German	1	0	0	1	0	0	0	0	0
History	5	0	1	3	1	2	3	2	3
Philosophy	0	0	0	0	0	0	1	0	1
Political Science	5	0	0	5	0	2	4	2	3
Psychology	8	0	0	6	1	3	5	5	5
Sociology	9	0	0	5	3	4	4	6	5
Spanish	3	0	0	1	1	1	0	0	0
Biology	14	0	0	11	2	5	5	3	4
Chemistry	2	0	0	2	0	1	0	0	0
Geology (Earth Science)	2	0	0	1	0	1	0	0	0
Mathematics	10	0	0	7	2	4	4	4	4
Physics	2	0	0	2	0	1	0	0	0
Social Studies	6	0	0	4	1	2	--	--	--
Art	0	15	0	1	3	2	--	--	--
Applied Music (history, theory, piano, voice)	0	40	0	6	5	6	1	2	2
Music Education	0	39	1	8	4	6	--	--	--
Theatre Arts	0	2	0	0	0	0	1	1	1
Elementary Education (including Early Childhood N-3 Program)	1	0	86	15	57	41	3	22	12
Secondary Education	5	0	2	2	3	3	--	--	--
Speech-Hearing	0	2	9	3	5	4	--	--	--

Table XXIII. Percentage Response of Major Field for Graduate Study.

Categories of Major Field for Graduate Study	Fredonia Graduates, 1971						National Sample 4-yr. College		
	AS	FA	PS	Men	Women	Total	Men	Women	Total
Business Administration	1	0	0	1	0	0	11	2	7
Economics	1	0	0	0	0	0	--	--	--
English	3	0	1	2	1	2	1	0	1
French	1	0	0	0	0	0	0	0	0
German	0	0	0	0	0	0	0	0	0
History	3	0	0	1	1	1	2	1	1
Philosophy	0	0	0	0	0	0	1	0	1
Political Science	0	0	0	0	0	0	2	1	2
Psychology	2	2	0	2	1	1	5	6	5
Sociology	1	0	0	1	0	0	1	2	1
Spanish	1	0	1	0	1	1	--	--	--
Biology	5	0	0	3	1	2	--	--	--
Chemistry	1	0	0	1	0	0	--	--	--
Geology (Earth Science)	1	0	0	1	0	0	--	--	--
Mathematics	3	0	0	2	0	1	--	--	--
Physics	1	0	0	1	0	0	--	--	--
Social Studies	2	0	0	1	0	1	--	--	--
Art	0	2	0	0	0	0	2	4	3
Applied Music (history, theory, piano, voice)							--	--	--
Music Education	0	7	1	1	1	1	--	--	--
Theatre Arts	0	2	0	0	0	0	1	1	1
Elementary Education (including Early Childhood)	1	3	26	6	17	13	7	27	16
Secondary Education	1	0	0	1	0	0	--	--	--
Speech-Hearing	0	2	3	1	3	2	--	--	--

Table XXIV. Personal Comments (N = 141).

TOPIC	Complimentary Comment	Constructive Comment	Critical Comment	Mixed (1-3)	Total
Adjustment	-	11	8	-	19
Administration	1	4	11	1	17
Advisement	-	7	6	1	14
College Education	33	19	20	4	76
Contemporary "Guests"	-	4	-	-	4
Course Offerings	2	30	28	-	60
Curriculum	3	18	18	10	49
Drugs	-	1	4	1	6
Electives	1	5	3	2	11
Employment	-	6	8	2	16
Enrollment	-	1	1	-	2
Evaluation	-	2	6	2	10
Graduate Programs	-	1	3	2	6
Growth	1	3	5	2	11
Housing	-	9	9	1	19
Involvement	2	13	15	-	30
Methods	1	5	10	2	18
Minority Groups	-	1	3	-	4
Placement	-	2	3	-	5
Professors - Teachers	8	9	22	8	47
"Publish or Perish"	-	-	10	3	13
Student Relationships	13	19	16	10	58
SURVEY - '71	19	25	13	8	65

Appendix B

The fields of study within the three major disciplines available to 1971 undergraduate students at SUC, Fredonia are:

Arts and Sciences (AS)

Biology
Business Administration
Chemistry
Economics
Economics--Business Administration
English
Geology
History
Language, French
Language, German
Language, Spanish
Mathematics
Philosophy
Physics
Political Science
Psychology
Sociology

Fine and Performing Arts (FA)

Art
Music
Applied Music
History of Music
Theory of Music
Music Education (vocal, instrumental)
Music Performance (piano, voice)
Theatre Arts

Professional Studies (PS)

Elementary Education
including Nursery--Grade Three
Speech and Hearing

Appendix C

TEACHER EDUCATION RESEARCH CENTER
State University College at Fredonia

GRADUATE INFORMATION FORM

Date of Birth _____
Social Security Number _____

Address Correction (if necessary) _____

Dear Graduate:

Education for today's world is being challenged everywhere. Here, in Fredonia, the State University College has indicated a concern for education in many ways. For example, this College initiated a President's Commission. Involving students, staff and community members to consider future educational possibilities, the group constituted one approach to securing information to assist in augmenting new ideas and in reinforcing commitments already established.

Another important way of collecting data is through canvassing graduates. The information we get will assist the College in adapting to the future in programming and in course offerings.

The College community and prospective graduates will benefit by your responses. Please complete and return "SURVEY - '71" as a contributor to the future of State University College at Fredonia.

Sincerely,

Dallas K. Beal
Acting President, SUC, Fredonia

This student information form, SURVEY - '71, is being sent to all 1971 graduates in the baccalaureate degree program at State University College at Fredonia. As a segment of a nationwide survey, this adaptation, prepared by the Teacher Education Research Center, holds significance for campus-wide innovations and changes. It will take about fifteen minutes of your time. The information you provide will be used in coded form.

Helen McKee, Project Director
Mildred Mills, Project Investigator
Brien Murphy, Project Investigator

Directions: Your careful observance of the following simple rules will be most appreciated. Please:

1) Use a ✓ to indicate answers.
2) Indicate markings clearly.
3) Erase cleanly any answer you wish to change.

	Yes	No
Example: I attended SUC, Fredonia.....	✓	

A. Check only those that apply to you.

(1)	1. SUC, Fredonia was the first college that I attended.....	
(2)	2. I came to Fredonia from a Junior College.....	
(3)	3. I came to Fredonia from a SUC unit.....	
(4)	4. I came to Fredonia from another college or university.....	
(5)	5. I came to Fredonia from another state.....	

B. What is the highest academic degree that you intend to obtain? Check one.

(6)	1. Bachelor's degree (B.A., B.S., etc.).....	
(7)	2. Master's degree (M.A., M.S., etc.).....	
(8)	3. Ph.D. or Ed.D.	
(9)	4. M.D., D.D.S., or D.V.M.	
(10)	5. L.L.B. or J.D.	
(11)	6. B.D.	
(12)	7. Other (please indicate)_____	

C. Did you have any concern about your ability to finance your college education? Check those that apply.

(13)	1. Yes, some concern.....	
(14)	2. Yes, major concern.....	
(15)	3. No (I had parental, or other family, support).....	
(16)	4. No (I was self-sufficient).....	
(17)	5. No (I had a scholarship grant or gift).....	
(18)	6. No (I had a repayable loan).....	
(19)	7. A combination of the above (please indicate)_____	

D. Please check all items that have applied to you during the period from June, 1971 to the present time.

(20)	1. Attending college: summer session..... a)	
	graduate program..... b)	
	certification program..... c)	
	other certification (specify)..... d)	
	continuing education courses..... e)	
(21)	2. Attending adult education courses (in area high school).....	
(22)	3. Working part time.....	
(23)	4. Working full time.....	
(24)	5. Working in area of major field.....	
(25)	6. In military service, active duty.....	
(26)	7. Being a housewife.....	
(27)	8. Being unemployed, looking for a job.....	
(28)	9. Being unemployed, NOT looking for a job.....	

E. Who is your employer now? Whom do you expect to be your long-run career employer? Check as many as apply.

		Present	Long-Run
(29)	1. Government:		
(30)	Federal (incl. military).....	a) ___	z) ___
(31)	State and local.....	b) ___	y) ___
(32)	2. Education:		
(33)	Preschool and/or kindergarten.....	a) ___	z) ___
(34)	Elementary school.....	b) ___	y) ___
(35)	Junior high school.....	c) ___	x) ___
(36)	Senior high school.....	d) ___	w) ___
(37)	Junior or community college.....	e) ___	v) ___
(38)	Four-year college or university.....	f) ___	u) ___
(39)	3. Other non-profit organizations:		
(40)	Hospital, clinic.....	a) ___	z) ___
(41)	Social welfare or community agency.....	b) ___	y) ___
(42)	Church.....	c) ___	x) ___
(43)	Other non-profit organization.....	d) ___	w) ___
(44)	4. Business, industry and services:		
(45)	Self-employed.....	a) ___	z) ___
(46)	Small company (up to 1000 employees).....	b) ___	y) ___
(47)	Large company (more than 1000 employees).....	c) ___	x) ___
(48)	5. Other (incl. student, housewife).....	a) ___	z) ___
(49)	6. None (do not plan to work).....	a) ___	z) ___

F. Answer the following items that apply to you.

1. What was your major field for undergraduate degree? _____

   a. As an undergraduate were you involved in independent study? ___

2. Are you enrolled in graduate study? ___

   a. If so, what is your major field? _____

3. Are you teaching this school year? ____

a. What is your specific teaching assignment? _____

b. Are you teaching in a Parochial School, public school, private school, other? (please indicate) _____

c. Are you teaching in the area of your major concentration? ____

d. Are you teaching on Supplementary Service Certificate? ____

e. How long a teaching career do you anticipate? _____

4. If your current position is not teaching, what are you doing?

_____

a. Are you utilizing your area of major concentration? ____

G. What is the highest level of formal education obtained by your parents? Check one in each column.

		Father	Mother
(50)	1. Grammar school or less.....	a) ___	z) ___
(51)	2. Some high school.....	b) ___	y) ___
(52)	3. High school graduate.....	c) ___	x) ___
(53)	4. Some college.....	d) ___	w) ___
(54)	5. College degree.....	e) ___	v) ___
(55)	6. Postgraduate degree.....	f) ___	u) ___

H. What is your estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. Check one.

(56)	1. Less than $4,000	____
(57)	2. $4,000 - $5,999	____
(58)	3. $6,000 - $7,999	____
(59)	4. $8,000 - $9,999	____
(60)	5. $10,000 - $14,999	____
(61)	6. $15,000 - $19,999	____
(62)	7. $20,000 - $24,999	____
(63)	8. $25,000 - $29,999	____
(64)	9. $30,000 or more	____
(65)	10. I have no idea	____

J. Indicate the importance to you personally of the following persons or events in your decision to enroll at College. Check one for each item.

		Major Influence (a)	Minor Influence (b)	Not Relevant (c)
(66)	1. Parent or other relative	___	___	___
(67)	2. High School teacher or counselor	___	___	___
(68)	3. Friends attending this college	___	___	___
(69)	4. Alumnus or other representative from this college	___	___	___
(70)	5. Professional counseling or college placement service	___	___	___
(71)	6. Athletic program of the college	___	___	___
(72)	7. Other extracurricular activities	___	___	___
(73)	8. Social life of the college	___	___	___
(74)	9. Opportunity to live away from home	___	___	___
(75)	10. Low cost	___	___	___
(76)	11. Reputation of college in specific areas	___	___	___

K. Check all items that apply to you.

(77) 1. Married prior to college entrance ____
(78) 2. Married while in college ____
(79) 3. Married since graduation ____
(80) 4. Single at present time ____
(81) 5. Changed major field of study in college ____
(82) 6. Changed career choice ____
(83) 7. Dropped out of this college temporarily ____

L. The following commentary applies to your college years. It covers many areas of interest. Few persons will be able to respond to many items. Check all that apply to you.

(84) 1. Participated as an officer or representative in one or more student organizations (recognized by the school) ____
(85) 2. Participated in state or regional musical events ____
(86) 3. Participated in theater arts productions ____
(87) 4. Participated in varsity or intramural sport activities ____
(88) 5. Participated in a fine arts exhibition ____
(89) 6. Participated as a contributing member of The Leader, The Fredonian, The Contemporary, The Fig (Promethean) or The Science Journal ____

(90) 7. Participated in local, regional, state, or national science conference or exhibition.....____

(91) 8. Was a member of a scholastic honor society.....____

(92) 9. Was the recipient of an educational or service award.....____

(93) 10. Was a member of a scholastic honor society (local, state, national).....____

(94) 11. Attended college on a National Scholarship or Merit Program..____

M. Below is a general list of things that students sometimes do. Indicate which of these things you did during the last year in college. Check one for each item.

		Frequently (a)	Occasionally (b)	Not at all (c)
(95)	1. Voted in a student election.....	___	___	___
(96)	2. Studied in the library.....	___	___	___
(97)	3. Checked out a book or journal from the school library	___	___	___
(98)	4. Overslept and missed a class or appointment.....	___	___	___
(99)	5. Participated in organized protests or demonstrations.	___	___	___
(100)	6. Argued with a teacher in class.....	___	___	___
(101)	7. Was a guest in an instructor or administrator's home.	___	___	___
(102)	8. Slept or dozed in class.....	___	___	___
(103)	9. Studied with other students.....	___	___	___
(104)	10. Did extra (unassigned) reading for a course.....	___	___	___
(105)	11. Tutored another student.....	___	___	___
(106)	12. Discussed religion.....	___	___	___
(107)	13. Visited an art gallery or museum.....	___	___	___
(108)	14. Took a trip of more than 500 miles.....	___	___	___
(109)	15. Got a traffic ticket.....	___	___	___
(110)	16. Discussed politics.....	___	___	___
(111)	17. Discussed sports.....	___	___	___
(112)	18. Asked a teacher for advice after class.....	___	___	___
(113)	19. Had vocational counseling.....	___	___	___

N. Check according to your opinion.

	Undergraduate education at Fredonia might benefit students if:	Agree Strongly (a)	Agree Somewhat (b)	Disagree Somewhat (c)	Disagree Strongly (d)
(114)	1. More courses were elective.....	___	___	___	___
(115)	2. Grades were abolished.....	___	___	___	___
(116)	3. Course work was more relevant to contemporary life and problems.....	___	___	___	___
(117)	4. More attention was paid to the emotional growth of the students.....	___	___	___	___
(118)	5. Students were required to spend a year in community service in the U.S. or abroad.....	___	___	___	___
(119)	6. The college was governed completely by its faculty and students.....	___	___	___	___
(120)	7. There was less emphasis on specialized training and more on broad liberal education.....	___	___	___	___
(121)	8. Small classes were maintained.....	___	___	___	___
(122)	9. More independent study was allowed.....	___	___	___	___
(123)	10. Students were allowed to pursue a double major.	___	___	___	___
(124)	11. Fewer courses had been taken with more credits in each course.....	___	___	___	___
(125)	12. The college should consider adding a greater number of career options.....	___	___	___	___
(126)	13. The last year of high school was combined with the first year of college (3-1-3 program)....	___	___	___	___
(127)	14. Other_____				

_____

_____

_____

_____

_____

O. Indicate the importance to you personally of each of the following. Check one for each item.

		Essential (a)	Very Important (b)	Somewhat Important (c)	Not Important (d)
(128)	1. Being accomplished in one of the performing arts (acting, dancing, etc.)	—	—	—	—
(129)	2. Becoming an authority on a special subject in my subject field	—	—	—	—
(130)	3. Obtaining recognition from my colleagues for contributions in my special field	—	—	—	—
(131)	4. Becoming an accomplished musician (performer or composer)	—	—	—	—
(132)	5. Becoming an expert in finance and commerce	—	—	—	—
(133)	6. Having administrative responsibility for the work of others	—	—	—	—
(134)	7. Being well-off financially	—	—	—	—
(135)	8. Helping others who are in difficulty	—	—	—	—
(136)	9. Participating in an organization like the Peace Corps or VISTA	—	—	—	—
(137)	10. Becoming an outstanding athlete	—	—	—	—
(138)	11. Becoming a community leader	—	—	—	—
(139)	12. Making a theoretical contribution to science	—	—	—	—
(140)	13. Writing original works (poems, novels, short stories, etc.)	—	—	—	—
(141)	14. Never being obligated to people	—	—	—	—
(142)	15. Creating artistic work (painting, sculpture, decorating, etc.)	—	—	—	—
(143)	16. Keeping up to date with political affairs	—	—	—	—
(144)	17. Being successful in a business of my own	—	—	—	—
(145)	18. Developing a meaningful philosophy of life	—	—	—	—

P. The following statements seek your opinions. Please react to each one.

		Agree Strongly (a)	Agree Somewhat (b)	Disagree Somewhat (c)	Disagree Strongly (d)
(146)	1. College faculty are more competent than are students to specify the curriculum.....	—	—	—	—
(147)	2. The activities of married women are best confined to the home and family.....	—	—	—	—
(148)	3. Colleges would be improved if organized sports were de-emphasized.....	—	—	—	—
(149)	4. Scientists should publish their findings regardless of the possible consequences.....	—	—	—	—
(150)	5. Realistically, an individual person can do little to bring about changes in our society.	—	—	—	—
(151)	6. The chief benefit of a college education is that it increases one's earning power.....	—	—	—	—
(152)	7. My beliefs and attitudes are similar to those of most other college students.....	—	—	—	—
(153)	8. Faculty promotions should be based in part on student evaluations.....	—	—	—	—
(154)	9. Student publications should be cleared by college officials.....	—	—	—	—
(155)	10. College officials have the right to ban persons with extreme views from speaking on campus...	—	—	—	—
(156)	11. Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.....	—	—	—	—
(157)	12. Most college officials have been too lax in dealing with student protests on campus.....	—	—	—	—
(158)	13. Married women should have a major role in community and political activities.....	—	—	—	—
(159)	14. A student's grades should not be revealed to anyone off campus without his consent.....	—	—	—	—
(160)	15. Students should be more militant in defending their interests.....	—	—	—	—

		Agree Strongly (a)	Agree Somewhat (b)	Disagree Somewhat (c)	Disagree Strongly (d)
(161)	16. Students who disrupt the functioning of a college should be expelled or suspended.....	___	___	___	___
(162)	17. Much of what is taught at college is irrelevant to what is going on in the outside world.....	___	___	___	___
(163)	18. Most faculty are strongly interested in the academic problems of undergraduates.....	___	___	___	___
(164)	19. Colleges should be actively engaged in solving social problems.....	___	___	___	___
(165)	20. Most rules governing student behavior at college are sensible.....	___	___	___	___
(166)	21. Most professors don't do much to earn their pay.....	___	___	___	___

Q. This space is reserved for your personal comments.

Appendix D

REFERENCE SOURCES

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